DOCUMENT RESUME

ED 300 354 SP 030 659

AUTHOR Gilman, David A.; Smuck, Elizabeth Anne
TITLE An Evaluation of the Staff Development Model, Teachers Teaching Teachers, of the Greater Jasper Schools.
INSTITUTION Indiana State Univ., Terre Haute. Professional School Services.
SPONS AGENCY Greater Jasper Consolidated Schools, IN.; Indiana State Dept. of Education, Indianapolis.
PUB DATE 3 Oct 88
NOTE 49p.; For related documents, see SP 030 656-658.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrator Attitudes; Attitude Measures; Collegiality; Elementary Secondary Education; *Peer Teaching; *Program Evaluation; *Staff Development; *Student Attitudes; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS *Teachers Teaching Teachers

ABSTRACT

This study investigated how Teachers Teaching Teachers, a staff development project, influenced the attitudes and beliefs of public school teachers and administrators. Fifty-two educators participated in the project, which lasted from November, 1987 to May, 1988. Participants were administered pre- and post-measures of Likert Bipolar Attitude Inventories and Osgood's Semantic Differential Scales, which were designated to measure attitudes and values which the project hoped to improve. Pre- and post-measures were also administered to the elementary and secondary students who were being taught by the participants at the time the project occurred. Results indicated that the mean scores for all 11 desired outcomes increased during the project. Significant differences were found for participants' self-concept, attitude toward teaching, and elementary and secondary students' perception of their teachers' effectiveness. The results support the effeciveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs. Statistical data and a copy of the survey questionnaire are appended. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300354

AN EVALUATION OF THE STAFF DEVELOPMENT MODEL, TEACHERS TEACHING TEACHERS, OF THE GREATER JASPER SCHOOLS

Prepared for the

Greater Jasper Consolidated Schools

Jasper, Indiana

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. A. Gilman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

by

David A. Gilman, Ph.D.

and

Elizabeth Anne Smuck

Professional School Services
1315 School of Education
Indiana State University
Terre Haute, IN 47809

October 3, 1988

(This Project Was Funded by an Indiana Department of Education Teacher Quality Grant)

SP030659

BEST COPY AVAILABLE

Abstract

This study investigated how Teachers Teaching Teachers, a staff development project, influenced the attitudes and beliefs of public school teachers and administrators.

Fifty-two educators participated in the project, which lasted from November, 1987 to May, 1988. Participants were administered pre and post measures of Likert Bipolar Attitude Inventories and Osgood's Semantic Differential Scales, which were designated to measure attitudes and values which the project hoped to improve. Pre and post measures were also administered to the elementary and secondary students who were being taught by the participants at the time the project occurred.

Results indicated that the mean scores for all eleven desired outcomes increased during the project. Significant differences were found for participants' self concept ($p = .05$), Attitude toward Teaching ($p = .001$), Elementary Students' Perception of Their Teachers' Effectiveness ($p = .001$), and Secondary Students' Perception of Their Teachers' Effectiveness ($p = .01$).

Other gains were not statistically significant at the .05 level.

The results support the effectiveness of Teachers Teaching Teachers as a technique for enhancing positive educator attitudes and beliefs.

Training activities for teachers through a local staff development program have become common practice in school districts (Baden, 1979). The heavy reliance upon teachers to deliver a quality educational program gives staff development or inservice education "both its importance and its urgency" (Harris, 1980, p.13). As demands for educational reform have increased, new programs have been implemented that require new skills, knowledge and attitudes on the part of the current school staff (Brown & Scribner, 1982; Houston, 1987). These new programs further stress the need for an effective staff development program.

In 1985, Regan concluded that teacher training programs are "overwhelmingly inadequate" (p. 70). Roth (1980) feels that the education prospective teachers receive in a four-year degree program is designed to provide them with the essential but minimal qualifications for entering the profession.

Roth's results were confirmed by Regan who thinks that teachers are at best touched briefly by training and are then set adrift without the basic skills in human relations needed to have the greatest impact in student behavior and personal development, although teachers are the most vital factor in the educational system (Regan, 1985).

Since teachers, a vital factor in education, must base their decisions on knowledge and experience, Howey (1985) feels that a major purpose of inservice education programs is attending to the developing needs of each teacher.

An open, trusting school climate is a concern of many educators. Teachers are sometimes threatened by the staff development process. It is the principal's responsibility to make sure all educators understand that the process is

not designed to "fix" someone in the group but to fix the school's needs (Hall, 1985). Hall's results were confirmed by Purcell (1987) who concluded that adult learners believe they have control over the learning situation and are free from threat of failure. This concern must be attended to even before the project begins.

Teachers often declare concern about their professional renewal (Brown & Scribner, 1982) and have a need to continually strengthen their professional skills and knowledge (Roth, 1980). Staff development is thought to be a complex but necessary professional responsibility (Bishop, 1977; Center for Educational Research and Innovation, 1978).

One characteristic that makes staff development complex is the need for completeness. Celso and Morris (1985) believe that a staff development program can only be effective when it is a comprehensive, highly structured process of integrated events, rather than a series of disjointed workshops, lectures, or consultations.

By making inservice education programs an essential part of the school operation, the policies of accrediting associations on staff development have been strengthened. Therefore, school systems are encouraged to provide educators with the means, time, opportunity, and material for improving their professional competencies. (Downs, 1977; Dreeban, 1970).

The increasing sophistication of inservice training caused staff development efforts to grow both in success and number. Recognized exemplary programs include some aspect of a time-tested and recently reviewed staff development process, coaching (Cohn, 1987).

With the national movement toward differentiated school staffing, a variety of personnel can provide coaching as part of their contractual

responsibilities (Showers, 1985). Yet the most successful coaching programs are done through peer endeavors, minimizing the power and status differentials (Showers, 1985). Supporting this same concept McFaul and Cooper (1983) state that "teachers feel peer feedback is generally more acceptable and accurate than that provided by administrators" (McFaul and Cooper, 1983). In the traditional model, principals, assistant principals, or department heads provided feedback to teachers on their classroom performance. For the most part, these evaluations were not viewed as an accurate indicator of teachers' effectiveness by the teachers themselves (Bishop, 1977; Lortis, 1975).

Cohn (1987) thinks that too often training events' warm and fleeting learning experiences result in little resultant skill building. He thinks follow-up coaching can overcome that malady and substantiates this belief by stating:

> Coaching offers specific benefits. Firstly it is an opportunity for teachers to share ideas and strategies, while honing their own observational skills. It results in an on-going refinement of the craft of teaching.
>
> Secondly, coaching develops a shared language, common knowledge base, and similar instructional expectations, hence, making communication and support simpler.
>
> Thirdly, coaching provides a link in a professional developmental cycle of inservice and actual implementation with observation.

It is also worthy to note that Cohn found in a five year study of course evaluations at Westminister college that those students who were coached in their utility in the workplace, experienced the greatest course satisfaction (Cohn, 1987).

On-site inservice is considered a component of a successful staff development program. A recent study of a three-year special written program (Bouley, 1986) indicated that the success was attributed to administrative support, a long term professional commitment, a design that allowed on-site inservice by on-site instructors, and, most importantly, incentive for teacher involvement (Bouley, 1986). "Principals can no longer rule by edict; they must involve the entire staff in setting and accomplishing the school's goals" (Hall, 1986). Without active administrative support a long-term commitment to allow the program to take root, any inservice is doomed (Bouley, 1986).

Involving the complete staff to make training optimally effective, the projects' content should result from a prior needs assessment; specific knowledge, performance and skill outcomes listed as criteria for training mastery; and immediate supervisors monitoring the trainee's performance with appropriate on-the-job feedback or coaching (Cohn, 1986).

Goldsberry and Harvey (1985) stated that a staff development program should directly contribute to teachers' performance of their craft and should also facilitate adult development of teachers as individuals. Teachers who benefit from an inservice activity are more likely to inspire their students with genuine enthusiasm for learning environments (Goldsbery & Harvey, 1985).

Thompson and Cooley (1984) support this idea by stating that a staff development program should focus on the problems of people throughout the organization and should consider the "psychological needs of the staff" (Thompson & Cooley, 1984, p. 4).

Bloom (1987) thinks that attending to teachers' personal needs throughout their careers is imperative if the teaching profession is to attract the most promising teacher candidates.

In 1985, Wood and Seyfarth measured teachers' attitudes toward mainstreaming handicapped children by administering semantic differential instruments over the course of a three-year training period. It was discovered that the longer the teacher was exposed to training, the more positive the attitude as compared to those teachers who have little or no training. It was also found that both affective and cognitive components of teacher training proved to be effective in changing teachers' attitudes. In 1973, Brodfield reported that staff development training produced no apparent changes in attitudes, but evidence was found that changes in teaching behavior and willingness of the teachers to apply what they had learned occurred (as cited in Wood & Seyfarth, 1985).

Some of the previous reported findings were used in the present study. In an attempt to incorporate a system of staff development training that is more realistic to the needs of public school professionals, the Teachers Teaching Teachers project, using the method of peer instruction was introduced to two Indiana public school systems. The expected outcome of the Teachers Teaching Teachers project is the enhancement of educators' attitudes and beliefs about the methods of staff development training, job duties, and themselves, colleagues, and students.

STATEMENT OF THE PROBLEM

GENERAL PROBLEM: What personal gains are possible through participation in the Teachers Teaching Teachers Development Model?

SPECIFIC PROBLEM: Do the evaluative results of the Teachers Teaching Teachers Staff Development training demonstratively enhance teacher attitudes and belief in The Greater

Jasper Consolidated School Corporation?

HYPOTHESES:

1. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in acceptance of others than they scored before the training.
2. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in acceptance of self than they scored before the training.
3. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher on the total of (2) and (3) than they scored before the training.
4. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward teaching than they scored before the training.
5. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward peer coaching than they did before the training.
6. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward administration than they did before the training.
7. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in perception of student attitudes and self concept than they scored before the training.
8. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward other teachers than they scored before the training.

9. Teachers receiving the Teachers Teaching Teachers Staff Development training will score higher in attitude toward differentiated staffing then they scored before the training.
10. Elementary students will have a higher perception of their teachers who have completed the TTT program.
11. Secondary students will have a higher perception of their teachers who have completed the TTT program.

METHOD

Sample selection. The experimental group consisted of fifty-two teachers, administrators and other school personnel from the Greater Jasper Consolidated School Corporation, Jasper, Indiana. This group comprised the subjects of the Teachers Teaching Teachers Development Model, a project in effect from November, 1987 through May, 1988. However, since only thirty-eight of these educators participated in both pre and post testing, only the scores of these individuals could be compared in this analysis.

Treatment. Teachers Teaching Teachers is a research-based staff development model in which a cadre of thirty-eight teachers were chosen for the purpose of:

1. Receiving intensive training in fairly new teaching strategies proven to increase student achievement.
2. Acquiring the skills necessary to teach other teachers these strategies.

Administrative support for this program was essential. Administrators were asked to maintain an atmosphere conducive to professional growth. Administrators participated in the training sessions. They agreed to make the necessary accommodations for teacher interaction. It was established that while teachers were acquiring and implementing new skills, they would not be subjected to administrative evaluation.

Cadre selection was based upon demonstrated readiness for change, history of flexibility and adaptability, being able to cope with ambiguity, verbal skills, and willingness to take risks.

It was decided that the program would move gradually, emphasizing initially familiar strategies, before proceeding to more complex ones. Teachers exposed to the techniques were given feedback through peer observation during the learning stages leading to internalization. A one month period was provided between workshop sessions to allow for observation and feedback.

The strategies used for Teachers Teaching included: TESA, Taba's Inductive Reasoning Model, Bruner's Concept Attainment Model, Gordon's Synectics Model, Bruner's Critical Elements of Instruction (Madeline Hunter Model), and Marzano's Tactics for Thinking Model.

The training sessions also included the following:

1. Human development activities designed to build positive interpersonal relationships.
2. Presentation of research, aimed toward understanding the model.
3. Providing information and demonstration manuals for every workshop.

4. Discussion of the application wherein teachers would discuss personal outcomes with peers, successes, or tribulations.
5. Practicing which often involved role playing.
6. Receiving feedback through peer observation in the classroom while attempting to implement the strategy.
7. Planning, scheduling observations, and testing the models.

Testing. The Likert Bipolar Attitude Inventory and the Osgood Semantic Differential were used for measurement of attitudes and beliefs. The Likert Scale consists of positive and negative statements with an item point value ranging from one to five. It was used on tests measuring Attitude Toward Teaching, Self Concept, and Acceptance of Others. Osgood's Semantic Differential is comprised of paired antonyms in which respondents reflect their beliefs to seven divisions between the antonyms. Each item has a score ranging from one to seven. The attitudes measured with this device were: Peer Coaching, Administration, Other Teachers, Perception of Student Attitudes and Self concept, and Differentiated Staffing.

Likert Scales were also constructed to measure students' perception of their teachers' effectiveness for elementary students for secondary students. These measures were administered to random samples of elementary (grades K-4) and secondary (grades 5-12) Students as a pretest before the study began and as a posttest at the conslusion of the project.

Samples of all measurement instruments utilized in this study are contained in Appendix B of this report.

Analysis. Means scores, standard deviations, t-value, and one-tailed probability were determined by computer for both tests, by scoring and analyzing each test individually.

RESULTS

Table I indicates the mean and standard deviation for each area tested for both the pretest and the posttest. The table also shows the t-value and one tailed probability for each of the measures. Complete results of the testing and statistical analysis are contained in Appendix A of this report. Examples of each of the measures is contained in Appendix B of this report.

From Table I, it can be seen that positive gains occured in all but two of the eleven measures that were compared. Statistically significant gains were found in Participants' Self concept ($p = .05$), Attitude Toward Teaching ($p = .0001$), and Elementary Students Perception of Their Teachers Effectivness ($p = .01$), and Secondary Students Perception of Their Teachers Effectiveness ($p = .01$).

All other gains were not significant at the .05 level.

Table 1. Summary Statistics for Teachers Teaching Teachers Project

	Pretest Mean	Posttest Mean	t-test value	Level of Significance
STAFF (N=18)				
Self Concept	152.7	155.29	1.61	0.05
Perception of Others	106.29	107.26	0.80	0.21
Total of Self and Others	259.03	262.55	1.42	0.08
Attitude Toward Teaching	116.92	153.50	16.23	0.0001
Attitude Toward Peer Coaching	81.22	80.33	-0.21	0.41
Attitude Toward Administration	80.70	82.03	0.42	0.34
Perception of Student Attitude and Self Concept	85.72	84.83	-0.39	0.34
Attitude Toward Other Teachers	86.39	87.11	0.37	0.3570
Attitude Toward Differentiated Staffing	72.24	73.82	0.51	0.31
STUDENTS				
Elementary Students (N=17) Perception of Teachers	40.3	44.1	2.91	0.01
Secondary Students (N=17) Perception of Teachers	107.1	111.9	2.88	0.01

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The gains which teachers demonstrated during the course of the project is convincing evidence of the effectiveness of the project.

Although the projects gains are outstanding, there is room for improvement in the Teachers Teaching Teachers evaluation methodology.

First, greater care can be given to the development of instruments to measure the project's goals. Second, more attention should be given to the careful administration of evaluation measures both in the pretesting and posttesting phase.

Finally, larger samples of students are necessary if the measures are reliable.

Overall, the program appears to be an effective means to rejuvenate teaching practitioners who, in turn, will themselves be conducive to facilitating improved teacher attitudes and beliefs.

References

Baden, D. J. (1979). A user's guide to the evaluation of inservice education. Paper presented at the national workshop of National Council of States on Inservice Education, Hollywood, FL.

Bishop J. M. (1977). Organizational Influences on the Work Orientation of Elementary Teachers. Sociology of Work and Occupation. 4: 171 - 208.

Bloom, D. (1987). The Role of Higher Education in Fostering the Personal Development of Teachers. Paper presented at the World Assembly of the International Council on Education for Teaching. Eindhoven, Netherlands, 1987. (ERIC Document Reproduction Service No. ED 286 836)

Bouley S. (1988). Teachers teaching teachers: Model to improve writing instruction. NASSP Bulletin, 70 4: 102 - 104.

Brodfield, R. H. (1973). The special child in the regular classroom. A study of teacher inservice training and changing teacher attitudes toward handicapped children. Action in Teacher Education, 7 (3), 65 - 71.

Brown J. M., & Scribner, R. (1982). Special needs in-service training for vocational educators: How, when, and by whom? Journal of Vocational Edcuation Research, 7 (4), 15 - 28.

Celso N. & Morris, H. (1985). Systematic Management of Change Is the Key to Successful Staff Development. An Initial Study of the Bloomfield Public Schools Staff Development Project. Teacher Essentials, Styles & Strategies (TESS). Bloomfield Public School District, N.J. (ERIC Document Reproduction Service No. ED 288 244).

Cohn, Ronald B. (1987). A report presenting essentials to coaching success. Teaching for Staff Development. (ERIC Document Reproduction Service No. SP 029 534).

Downs, F. (1977). Why have in-service education? In A. Osborne (ed.), An in-service handbook for mathematics education (p. 1 -11).

Dreeban, R. (1970). The nature of teaching: Schools and the work of teachers. Glenview, IL: Scott, Foresman

Goldsberry, L., & Harvey, P. L. (1985). Collaborative staff development in an elementary school. Journal of Staff Development, 6 (1), 37 - 45.

Hall, B. (1986). Leadership Support for Staff Development: A School Building Level Model. (ERIC Documented Reproduction Service No. ED 275 029).

Houston, W.R. (1987). Lessons for teacher education from corporate practice. Phi Delta Kappan, 68, 5: 388 - 392.

Howey, K.R. (1985). Six major functions of staff development: An Expanded imperative. Journal of Teacher Education, 36 (1), 58 - 64.

Lortis, D. C. (1975). Schoolteacher: A Sociological Study. Chicago: University of Chicago Press, 1975.

McFaul, S.A., Cooper, J.M. (1983). Peer Clinical Supervision in Urban Elementary School. Journal of Teacher Education, 34: 34 - 38.

Purcell, Larry O. (1987). Staff Development.. (ERIC Document Reproduction Service No. ED 286 258).

Regan, S.D. (1985). Human relations for educators through staff development. Journal of Humanistic Education and Development, 24 (2), 69 - 75.

Roth, R.A. (1980). Individualized staff development programs for competency development: A systematic approach. Lanham, MD: University Press of America.

Showers, B. (1985). Teachers coaching teachers. Educational Leadership, 47 (7), 43 - 48.

Thompson, J., & Cooley, V.E. (1984). Improvement in leadership, curriculum, staff development can lead to long-term gains. NASSP Bulletin, 68(476), 1-6.

Wood, J.W. & Seyfarth, J.T. (1985). A study of teacher inservice training and changing teacher attitudes toward handicapped children. Action in Teacher Education, 36 (1), 58 - 64.

Appendix A

Summary Statistics for Measures of the Study

Summary Statistics for Self Concept

CASE	SCORE 1	SCORE 2
1.	169	172
2.	153	153
3.	145	135
4.	162	140
5.	140	150
6.	134	152
7.	144	161
8.	179	180
9.	155	150
10.	155	151
11.	121	126
12.	148	157
13.	138	133
14.	158	156
15.	145	146
16.	140	146
17.	150	159
18.	156	158
19.	147	130
20.	134	144
21.	147	154
22.	141	134
23.	160	158
24.	162	166
25.	148	175
26.	153	156
27.	168	169
28.	172	167
29.	159	170
30.	169	160
31.	176	173
32.	164	161
33.	178	180
34.	149	150
35.	141	163
36.	144	158
37.	144	152
38.	155	156

ITEM	SCORE 1	SCORE 2
N	38	38
MEAN	152.71	155.29
STD DEV	13.21	13.33
DIFFERENCE IN MEANS	2.58	
T-VALUE	1.61	
SIGNIFICANCE ONE-TAILED	0.05	

Summary Statistics for
Perception of Other Persons

CASE	SCORE 1	SCORE 2
1.	101	102
2.	103	105
3.	105	113
4.	123	106
5.	113	111
6.	101	96
7.	100	107
8.	126	120
9.	106	105
10.	110	104
11.	110	108
12.	97	94
13.	110	117
14.	107	112
15.	107	107
16.	106	109
17.	112	117
18.	106	111
19.	102	103
20.	95	107
21.	104	113
22.	116	107
23.	112	106
24.	110	118
25.	96	113
26.	105	105
27.	100	103
28.	110	104
29.	89	101
30.	104	98
31.	113	98
32.	90	85
33.	117	120
34.	106	108
35.	107	116
36.	103	110
37.	124	115
38.	93	102

ITEM	SCORE 1	SCORE 2
N	38	38
MEAN	106.29	107.26
STD DEV	8.49	7.47
DIFFERENCE IN MEANS	0.97	
T-VALUE	0.80	
SIGNIFICANCE ONE-TAILED	0.21	

Summary Statistics for

Total of Self and Others

CASE	SCORE 1	SCORE 2
1.	270	274
2.	256	258
3.	250	248
4.	285	246
5.	253	261
6.	235	248
7.	244	268
8.	305	300
9.	261	255
10.	265	255
11.	231	234
12.	245	251
13.	248	250
14.	265	268
15.	252	253
16.	246	255
17.	262	276
18.	262	269
19.	249	233
20.	229	251
21.	251	267
22.	257	241
23.	272	264
24.	272	284
25.	244	288
26.	258	261
27.	268	272
28.	282	271
29.	248	271
30.	273	258
31.	289	271
32.	254	246
33.	295	300
34.	255	258
35.	248	279
36.	247	268
37.	269	267
38.	248	258

ITEM	SCORE 1	SCORE 2
N	38	38
MEAN	259.03	262.55
STD DEV	16.87	15.48
DIFFERENCE IN MEANS	3.53	
T-VALUE	1.42	
SIGNIFICANCE ONE-TAILED	0.08	

Summary Statistics for Attitude toward Teaching

CASE	SCORE 1	SCORE 2
1.	124	164
2.	113	157
3.	103	137
4.	122	154
5.	130	112
6.	108	157
7.	103	141
8.	134	175
9.	120	155
10.	116	156
11.	98	130
12.	127	164
13.	110	163
14.	121	162
15.	124	165
16.	124	159
17.	119	162
18.	120	168
19.	103	140
20.	106	153
21.	126	155
22.	127	149
23.	108	155
24.	117	158
25.	125	167
26.	107	147
27.	121	159
28.	115	145
29.	104	158
30.	127	155
31.	105	140
32.	112	156
33.	131	180
34.	108	147
35.	110	151
36.	122	112
37.	126	162
38.	127	163

ITEM	SCORE 1	SCORE 2
N	38	38
MEAN	116.92	153.50
STD DEV	9.59	14.17
DIFFERENCE IN MEANS	36.58	
T-VALUE	16.23	
SIGNIFICANCE ONE-TAILED	0.0001	

Summary Statistics for Attitude toward Peer Coaching

CASE	SCORE 1	SCORE 2
1.	75	74
2.	83	83
3.	86	58
4.	88	85
5.	71	88
6.	62	58
7.	87	77
8.	104	105
9.	88	85
10.	90	90
11.	105	101
12.	89	87
13.	75	21
14.	61	69
15.	94	92
16.	84	85
17.	87	85
18.	63	60
19.	81	82
20.	35	85
21.	88	73
22.	81	83
23.	45	92
24.	84	154
25.	61	76
26.	71	84
27.	95	94
28.	105	18
29.	78	77
30.	86	95
31.	105	105
32.	90	78
33.	77	62
34.	89	80
35.	70	64
36.	91	87

ITEM	SCORE 1	SCORE 2
N	36	36
MEAN	81.22	80.33
STD DEV	15.69	22.56
DIFFERENCE IN MEANS	-0.89	
T-VALUE	-0.21	
SIGNIFICANCE ONE-TAILED	0.41	

Summary Statistics for Attitude toward Administration

CASE	SCORE 1	SCORE 2
1.	75	88
2.	89	89
3.	63	60
4.	76	83
5.	87	90
6.	84	90
7.	90	91
8.	110	105
9.	104	94
10.	90	87
11.	60	75
12.	90	87
13.	84	88
14.	98	101
15.	87	84
16.	97	92
17.	85	88
18.	81	64
19.	42	62
20.	84	90
21.	58	39
22.	88	70
23.	66	42
24.	0	90
25.	79	72
26.	86	93
27.	60	72
28.	78	93
29.	105	63
30.	77	90
31.	95	88
32.	105	105
33.	84	79
34.	92	100
35.	90	91
36.	59	67
37.	88	73

ITEM	SCORE 1	SCORE 2
N	37	37
MEAN	80.70	82.03
STD DEV	20.16	15.53
DIFFERENCE IN MEANS	1.32	
T-VALUE	0.42	
SIGNIFICANCE ONE-TAILED	0.34	

Summary Statistics for Teachers' Perception of Student Attitude and Self Concept

CASE	SCORE 1	SCORE 2
1.	79	80
2.	90	92
3.	80	68
4.	112	92
5.	90	94
6.	86	90
7.	84	98
8.	110	105
9.	100	87
10.	84	88
11.	75	77
12.	96	90
13.	84	88
14.	71	89
15.	83	81
16.	67	86
17.	61	93
18.	80	70
19.	61	71
20.	79	90
21.	110	70
22.	91	92
23.	115	105
24.	71	70
25.	76	85
26.	85	90
27.	83	85
28.	105	82
29.	79	51
30.	98	100
31.	105	105
32.	77	77
33.	64	61
34.	91	87
35.	69	80
36.	95	85

ITEM	SCORE 1	SCORE 2
N	36	36
MEAN	85.72	84.83
STD DEV	14.52	12.10
DIFFERENCE IN MEANS	-0.89	
T-VALUE	-0.39	
SIGNIFICANCE ONE-TAILED	0.34	

Summary Statistics for Attitude toward Other Teachers

CASE	SCORE 1	SCORE 2
1.	78	83
2.	90	92
3.	87	82
4.	90	90
5.	93	100
6.	82	89
7.	94	76
8.	104	105
9.	110	92
10.	90	75
11.	105	75
12.	100	104
13.	87	88
14.	93	96
15.	82	87
16.	91	91
17.	90	105
18.	62	81
19.	67	84
20.	95	90
21.	83	80
22.	89	88
23.	71	75
24.	81	83
25.	69	88
26.	78	93
27.	78	87
28.	105	90
29.	68	75
30.	82	105
31.	105	105
32.	83	79
33.	66	60
34.	97	99
35.	86	84
36.	79	60

ITEM	SCORE 1	SCORE 2
N	36	36
MEAN	86.39	87.11
STD DEV	12.12	11.33
DIFFERENCE IN MEANS	0.72	
T-VALUE	0.37	
SIGNIFICANCE ONE-TAILED	0.3570	

Summary Statistics for Attitude toward Differentiated Staffing

CASE	SCORE 1	SCORE 2
1.	79	75
2.	63	60
3.	83	76
4.	93	82
5.	90	90
6.	25	60
7.	86	32
8.	110	105
9.	90	55
10.	90	64
11.	60	75
12.	69	83
13.	52	58
14.	66	80
15.	88	78
16.	60	86
17.	76	102
18.	87	90
19.	68	31
20.	61	72
21.	15	15
22.	78	83
23.	42	43
24.	76	87
25.	76	94
26.	60	65
27.	54	75
28.	88	101
29.	105	105
30.	55	58
31.	62	65
32.	93	90
33.	60	70
34.	96	105

ITEM	SCORE 1	SCORE 2
N	34	34
MEAN	72.24	73.82
STD DEV	20.93	21.86
DIFFERENCE IN MEANS	1.59	
T-VALUE	0.51	
SIGNIFICANCE ONE-TAILED	0.31	

Summary Statistics for Elementary Students' Perception of the Effectiveness of Their Teachers

---

THE 18 SCORES FOR GROUP 1:

37	42	41	40	43
42	47	50	51	44
49	42	46	39	42
45	45	45		

THE 28 SCORES FOR GROUP 2:

51	51	51	51	51
51	51	51	51	51
51	51	51	51	51
47	36	41	36	41
43	44	44	41	44
42	48	43		

ITEM	GROUP 1	GROUP 2
N	18	28
MEAN	43.89	46.96
STANDARD DEVIATION	3.77	5.00

T-VALUE	2.2302
ONE TAILED PROBABILITY	0.01

Summary Statistics for Secondary Students' Perception of the Effectiveness of Their Teachers

---

THE 92 SCORES FOR GROUP 1:

112	107	137	137	116
117	114	134	117	130
95	95	113	108	118
130	90	132	121	130
112	94	115	112	115
120	120	86	156	102
94	131	111	132	111
121	111	122	117	91
104	108	113	109	96
132	102	114	85	60
136	117	87	102	106
133	103	96	97	113
79	122	104	124	106
81	85	95	91	95
94	90	129	85	124
116	79	107	103	100
100	75	96	108	112
128	108	99	119	120
109	101			

THE 33 SCORES FOR GROUP 2:

112	104	97	91	110
91	110	101	108	136
123	145	137	128	143
111	136	144	98	98
98	118	106	112	133
143	117	121	119	139
138	81	88		

ITEM	GROUP 1	GROUP 2
N	92	33
MEAN	108.95	116.24
STANDARD DEVIATION	16.59	18.63

T-VALUE	2.0976
ONE TAILED PROBABILITY	0.01

Appendix B

Examples of Evaluation Instruments Used in the Study

NAME_____ SCHOOL_____ DATE_____

ACCEPTANCE OF SELF AND OTHERS

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme:

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

REMEMBER: the best answer is the one which applies to you.

1. I'd like it if I could find someone who would tell me how to solve my personal problems.

2. I don't question my worth as a person, even if I think others do.

3. I can be comfortable with all varieties of people -- from the highest to the lowest.

4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.

5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.

6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.

7. If there is any criticism or anyone says anything about me, I just can't take it.

8. I don't say much at social affairs because I'm afraid that peopel will criticize me or laugh if I say the wrong thing.

9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.

10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.

11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.

12. Something inside me just won't let me be satisfied with any job I've done--if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.

14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.

15. I am frequently bothered by feelings of inferiority.

16. Because of other people, I haven't been able to achieve as much as I should have.

17. I am quite shy and self-conscious in social situations.

18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.

19. I usually ignore the feelings of others when I'm accomplishing some important end.

20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.

21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.

22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.

23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.

24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.

25. I try to get people to do what I want them to do, one way or another.

26. I often tell people what they should do when they're having trouble in making a decision.

27. I enjoy myself most when I'm along, away from other people.

28. I think I'm neurotic or something.

29. I feel neither above nor below the people I meet.

30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.

31. Very often I don't try to be friendly with people because I think they won't like me.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

32. There are very few times when I compliment people for their talents or jobs they've done.

33. I enjoy doing little favors for people even if I don't know them well.

34. I feel that I'm a person of worth, on an equal plane with others.

35. I can't avoid feeling guilty about the way I feel toward certain people in my life.

36. I prefer to be alone rather than have close friendships with any of the people around me.

37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.

38. I sort of only half-believe in myself.

39. I seldom worry about other people.. I'm really pretty self-centered.

40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.

41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.

42. I feel confident that I can do something about the problems that may arise in the future.

43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.

44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.

45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.

46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.

47. I can't help feeling superior (or inferior) to most of the people I know.

48. I do not worry or condemn myself if other people pass judgment against me.

49. I don't hesitate to urge people to live by the same high set of values which I have for myself.

1	2	3	4	5
Not at all true of myself	Slightly true of myself	About halfway true of myself	Mostly true of myself	True of myself

50. I can be friendly with people who do things which I consider wrong.

51. I don't feel very normal, but I want to feel normal.

52. When I'm in a group I usually don't say much for fear of saying the wrong thing.

53. I have a tendency to sidestep my problems.

54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.

55. I'm easily irritated by people who argue with me.

56. When I'm dealing with younger persons, I expect them to do what I tell them.

57. I don't see much point to doing things for others unless they can do you some good later on.

58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.

59. I feel that I'm on the same level as other people and that helps to establish good relations with them.

60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.

61. I feel that people are apt to react differently to me than they would normally react to other people.

62. I live too much by other people's standards.

63. When I have to address a group, I get self-conscious and have difficulty saying things well.

64. If I didn't always have such hard luck I'd accomplish much more than I have.

ATTITUDE TOWARD TEACHING

Name_____ Date_____

DIRECTIONS: Following is a list of statements that someone might say about teaching. Of course, there is no right answer to any of them. The best answer is what you feel is true about your own belief.

You are to respond to each question on the answer sheet with the following scheme:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

101. I am "crazy" about teaching.

102. The very existence of humanity depends on teaching.

103. Teaching is better than anything else.

104. I like teaching better than anything I can think of.

105. Teaching is profitable to everyone.

106. Teaching fascinates me.

107. Teaching has an irresistible attraction for me.

108. Teachers are liked by almost everyone.

109. I like teaching too well to ever give it up.

110. The merits of teaching as a career far outweight its defects.

111. Teaching makes for happier living.

112. Teaching is boring.

113. The job of teaching has limitations and defects.

114. I like many jobs better than teaching.

115. Teaching has several disadvantages.

116. Teaching has many undesirable features.

117. Teachers are disliked by many people.

118. I should not have to make my living by teaching when there are many better jobs.

119. Life would be happier without my having to teach.

120. Teaching is not endorsed by logical minded persons.

121. Teaching as a career would not benefit anyone with common sense.

122. Teaching accomplishes little for the individual or for society.

123. I hate teaching.

124. Teaching is bunk.

125. No sane person would be a teacher.

126. Nobody really likes to teach.

127. Words can't express my antagonism toward teaching.

128. Teaching is the worst thing I know.

129. Teaching is more of a plague than a profession.

130. Teaching is just about the worst career there is.

FACTORS OF TEACHING

NAME _____ DATE _____

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__:___:___:___:___:___:_____ unfair

or

fair ___:___:___:___:___:___:__X__ unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong ___:__X__:___:___:___:___:___ weak

or

strong ___:___:___:___:___:__X__:_____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active ___:___:__X__:___:___:___:_____ passive

or

active ___:___:___:___:__X__:___:_____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe ___:___:___:__X__:___:___:___ dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

THIS NOT THIS

___:___:___:___:__X__:___X___

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

COACHING

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

ADMINISTRATION

							untimely
							weak
							poor
							pessimistic
							cold
							dull
							ineffective
							confusing
							worthless
							unimportant
							passive
t							cruel
d							hated
p							dull
ht							dark

STUDENTS' ATTITUDE AND SELF-CONCEPT

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

OTHER TEACHERS

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

DIFFERENTIATED STAFFING

(Teachers who possess different proficiencies will do different kinds of jobs and be compensated accordingly.)

timely	____	____	____	____	____	____	____	untimely
strong	____	____	____	____	____	____	____	weak
good	____	____	____	____	____	____	____	poor
optimistic	____	____	____	____	____	____	____	pessimistic
warm	____	____	____	____	____	____	____	cold
sharp	____	____	____	____	____	____	____	dull
effective	____	____	____	____	____	____	____	ineffective
clear	____	____	____	____	____	____	____	confusing
valuable	____	____	____	____	____	____	____	worthless
essential	____	____	____	____	____	____	____	unimportant
active	____	____	____	____	____	____	____	passive
kind	____	____	____	____	____	____	____	cruel
liked	____	____	____	____	____	____	____	hated
sharp	____	____	____	____	____	____	____	dull
bright	____	____	____	____	____	____	____	dark

Teachers Name_____

Teaching Student No._____ Date_____

Teachers Teacher_____

School_____

ABOUT MY TEACHER

Directions: During the next few minutes you are going to answer some questions about your teacher. If the answer to a question is no, draw an X through the word No. If the answer to a question is sometimes, draw an X through the word Sometimes. If the answer to a question is yes, draw an X through the word yes.

1.	My teacher calls on me as often as everyone else.	Yes	Sometimes	No
2.	When I answer a question, my teacher tells me if my answer is right or wrong.	Yes	Sometimes	No
3.	My teacher stands close to my desk to talk to me or to check my work.	Yes	Sometimes	No
4.	When my teacher speaks to students, he/she often touches them.	Yes	Sometimes	No
5.	My teacher likes me.	Yes	Sometimes	No
6.	My teacher wants me to do a good job at school.	Yes	Sometimes	No
7.	My teacher gives me help when I need it.	Yes	Sometimes	No

©
Professional School Services
David Alan Gilman, Ph.D.
1315 School of Education
Indiana State University
Terre Haute, IN 47809

8.	My teacher thinks I'm a neat kid.	Yes	Sometimes	No
9.	My teacher cares about me.	Yes	Sometimes	No
10.	My teacher tells me why she/he likes things I do in class.	Yes	Sometimes	No
11.	My teacher shows my work to the class.	Yes	Sometimes	No
12.	My teacher knows about my pets, family, and trips I've taken.	Yes	Sometimes	No
13.	When I can't answer a question, my teacher gives me help.	Yes	Sometimes	No
14.	My teacher listens when I talk.	Yes	Sometimes	No
15.	My teacher understands how I feel when something good or bad has happened to me.	Yes	Sometimes	No
16.	If I break my teacher's rules, I know what will happen.	Yes	Sometimes	No
17.	If I break a rule or disobey, my teacher still likes me.	Yes	Sometimes	No

TEACHERS TEACHING TEACHERS
STUDENT ATTITUDE INVENTORY
STUDENT ATTITUDE TOWARD INSTRUCTION

This is not a test of information. Therefore, there is no one "right" answer to a question. We are interested in your opinion on each of the statements below. Your opinions will be confidential. Do not hesitate to put down exactly how you feel about each item. We are trying to get information, not compliments. Please be frank. If you don't understand a question, ask someone for help.

NAME_____DATE _____

NAME OF TEACHER_____

CLASS _____

1. My teacher calls on me to answer questions, read aloud, or do problems on the board as often as she/he calls on everyone else.

   Most of the time : Often : Sometimes : Seldom : Never

2. I have to be prepared in this class because I never know when my teacher is going to call on me to answer.

   Most of the time : Often : Sometimes : Seldom : Never

3. When I answer a question, my teacher tells me right away if my answer is correct or not.

   Most of the time : Often : Sometimes : Seldom : Never

4. My teacher stands close to my desk at times during the day to talk to me or to check my classwork.

   Most of the time : Often : Sometimes : Seldom : Never

5. My teacher moves around the room speaking to students and/or touching them as he/she passes their desks.

   Most of the time : Often : Sometimes : Seldom : Never

6. My teacher moves students around a lot so no one has to sit in the back all the time.

Most of the time : Often : Sometimes : Seldom : Never

7. My teacher cares about me.

Most of the time : Often : Sometimes : Seldom : Never

8. My teacher wants me to do well in school.

Most of the time : Often : Sometimes : Seldom : Never

9. My teacher gives me help when I need it.

Most of the time : Often : Sometimes : Seldom : Never

10. My teacher gives me suggestions on how to improve my work.

Most of the time : Often : Sometimes : Seldom : Never

11. My teacher shows that he/she is pleased when I do well in my learning activities.

Most of the time : Often : Sometimes : Seldom : Never

12. My teacher praises me when I answer questions correctly or do well on classwork.

Most of the time : Often : Sometimes : Seldom : Never

13. My teacher shows courtesy to me by saying "Thank you" and "Please" when he/she talks to me.

Most of the time : Often : Sometimes : Seldom : Never

14. My teacher respects me.

Most of the time : Often : Sometimes : Seldom : Never

15. When my teacher calls on me to answer a question, he/she gives me time to think before I have to answer.

Most of the time : Often : Sometimes : Seldom : Never

16. My teacher tells me why he/she likes what I accomplish in this class.

Most of the time : Often : Sometimes : Seldom : Never

17. When I do really good work on an assignment, my teacher tells me exactly what is good about my work.

Most of the time : Often : Sometimes : Seldom : Never

18. My teacher sometimes shows my work to the class and praises what I have done.

Most of the time : Often : Sometimes : Seldom : Never

19. My teacher compliments me on personal things, like the way I look or things I do which are not a part of our work in class.

Most of the time : Often : Sometimes : Seldom : Never

20. My teacher is interested in what I do outside of school.

Most of the time : Often : Sometimes : Seldom : Never

21. My teacher knows about my pets, hobbies, family, trips I've taken, and other personal things.

Most of the time : Often : Sometimes : Seldom : Never

22. When I am having trouble answering a question, my teacher gives me clues to help me get the answer.

Most of the time : Often : Sometimes : Seldom : Never

23. My teacher listens to me when I talk to her/him, even when she/he is busy.

Most of the time : Often : Sometimes : Seldom : Never

24. I know my teacher listens to me when I talk to her/him because she/he looks at me.

Most of the time : Often : Sometimes : Seldom : Never

25. My teacher likes me.

Most of the time : Often : Sometimes : Seldom : Never

26. My teacher sometimes touches students in a friendly way.

Most of the time : Often : Sometimes : Seldom : Never

27. My teacher expects me to think because she/he asks me questions that I have to think about before I can answer.

Most of the time : Often : Sometimes : Seldom : Never

28. My teacher challenges me because he/she expects me to think instead of just remembering answers from the book.

Most of the time : Often : Sometimes : Seldom : Never

29. My teacher understands how I feel when something bad or good has happened to me.

Most of the time : Often : Sometimes : Seldom : Never

30. My teacher accepts my feelings.

Most of the time : Often : Sometimes : Seldom : Never

31. If I choose to break my teacher's rules, I know what the consequences will be.

Most of the time : Often : Sometimes : Seldom : Never

32. When I break a rule or disobey the teacher, I know that she/he still likes me even if she/he is upset with what I did.

Most of the time : Often : Sometimes : Seldom : Never

Please use this page to write any comments you care to make about your teacher.

©
Professional School Services
David Alan Gilman, Ph.D.
1315 School of Education
Indiana State University
Terre Haute, IN 47809